



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2009**

**Grade 4  
Reading**

**NECAP 2009 RELEASED ITEMS  
GRADE 4 READING**

**3.2.1**      **Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning**  
(e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered”;  
or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

**1** In the word unusual, the beginning *un-*  
means

- ☐ A. with.
- ☐ B. over.
- ☐ C. not.
- ☐ D. down.

**3.3.1**      **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, or homonyms/homophones; or categorizing words**

**2** The word clothes belongs in which  
sentence?

- ☐ A. My old \_\_\_\_\_ no longer fit me.
- ☐ B. Please \_\_\_\_\_ the door on your way out.
- ☐ C. The lights will come on at the \_\_\_\_\_ of the show.
- ☐ D. She had to \_\_\_\_\_ the store because of the storm.

## The Frog from Osaka and the Frog from Kyoto

### Literary Text

**3.4.1** Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text

- 3** In the beginning of the story, each frog wants to
- ☐ A. stay in his hometown.
  - ☐ B. visit the other frog.
  - ☐ C. travel to another city.
  - ☐ D. climb a tall mountain.

**3.4.1** Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text

- 4** Where does this story **mostly** take place?
- ☐ A. in the Japanese city of Osaka
  - ☐ B. on a mountain in Japan
  - ☐ C. in the Japanese city of Kyoto
  - ☐ D. in a forest in Japan

## The Frog from Osaka and the Frog from Kyoto

### Literary Text

**3.1.1** Applies word identification/ decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought)

**5** Which word has the same **vowel sound** as frog?

- ☐ A. hot
- ☐ B. fold
- ☐ C. bring
- ☐ D. grain

**3.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered”; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

**6** Which word has a suffix (ending) that means more?

- ☐ A. amazed
- ☐ B. exactly
- ☐ C. higher
- ☐ D. hopping

## The Frog from Osaka and the Frog from Kyoto

### Literary Text

**3.5.3** Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)

- 7 a. What problems do the frogs have in the story?
- b. How do the frogs try to solve their problems? Use details from the story.

#### Scoring Guide:

Score	Description
4	Response identifies the problems the frogs have in the story and provides a thorough explanation of how the frogs try to solve their problems. Response includes relevant details from the story.
3	Response identifies the problems the frogs have in the story and provides an explanation of how the frogs try to solve their problems. Response includes some details from the story.
2	Response identifies the problems the frogs have in the story and provides a partial explanation of how the frogs try to solve their problems. Response includes limited details from the story.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

#### Training Notes:

The response will likely identify the problems as related to the fact that the frogs cannot see their destinations because their eyes are in the back of their heads.

The response will probably identify the frogs' solution as the fact that they stand up by supporting each other.

Details from the story should support these ideas.

A one-to-one problem/solution correlation is not necessary to earn score points.

SCORE POINT 4

- 7 a. What problems do the frogs have in the story?

Each frog is eager to visit another city. They begin the long journey to either Osaka or Kyoto. They meet on the top of a mountain and want to see the other village to make sure their visit is worth the journey. But they can't see because they're too short.

- b. How do the frogs try to solve their problems? Use details from the story.

One of the frogs has an idea. He says that if they stand on their hind legs and hold onto each other, they will be able to spot their destination. The frogs tried it and discovered that the other city looked just like their own. The frogs forgot that their eyes were on the back of their heads <sup>yet they were</sup> pleased.

Response identifies the problems the frogs have in the story and provides a thorough explanation of how the frogs try to solve their problems. Response includes relevant details from the story.

SCORE POINT 3

- 7 a. What problems do the frogs have in the story?

The problems the frogs have in the story is that they have to climb up a big mountain and that they are not tall so they can't see where they are headed.

- b. How do the frogs try to solve their problems? Use details from the story.

The frogs try to solve their problem by holding onto each other and standing on their hind legs to see if the place they are headed is really marvelous.

Response identifies the problems the frogs have in the story and provides an explanation of how the frogs try to solve their problems. Response includes some details from the story.

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GRADE 4 READING

SCORE POINT 2

- 7 a. What problems do the frogs have in the story?

The frogs problem was .... Their eyes were at the back of their head.

- b. How do the frogs try to solve their problems? Use details from the story.

The frogs solve their problem when .... They hold each other and stand on their hind legs

Response identifies the problems the frogs have in the story and provides a partial explanation of how the frogs try to solve their problems. Response includes limited details from the story.



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GRADE 4 READING

SCORE POINT 1  
(EXAMPLE A)

- 7 a. What problems do the frogs have in the story?

They want to go to each others  
city.

- b. How do the frogs try to solve their problems? Use details from the story.

They stand on each other.

Response is vague or minimal.

NECAP 2009 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 1  
(EXAMPLE B)

- 7 a. What problems do the frogs have in the story?

They forget that the  
frogs eyes are behind there  
heads.

- b. How do the frogs try to solve their problems? Use details from the story.

By going back.

Response is vague or minimal.

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GRADE 4 READING

SCORE POINT 0

- 7 a. What problems do the frogs have in the story?

they have no place to live.

- b. How do the frogs try to solve their problems? Use details from the story.

they try to find a home for  
her or him.

Response is totally incorrect or irrelevant.

## Round and Round the Money Goes

### Informational Text

**3.3.2** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey, or words with multiple meanings)

- 8 Based on the passage, a weaver is a person who
- ☐ A. makes cloth.
  - ☐ B. raises cows.
  - ☐ C. trades fish.
  - ☐ D. grows potatoes.

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 9 Based on the passage, which of these was **not** used as money?
- ☐ A. salt
  - ☐ B. belts
  - ☐ C. beans
  - ☐ D. firewood

## Round and Round the Money Goes

### Informational Text

**3.1.1** Applies word identification/ decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought)

**10** Which word has the same **vowel sound** as coat?

- ☐ A. cow
- ☐ B. loft
- ☐ C. phone
- ☐ D. tune

**3.8.2** Analyze and interpret informational texts, citing evidence where appropriate by recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)

**11** What is the **main idea** of this passage?

- ☐ A. People earn money for the work they do.
- ☐ B. Money is light and easy to carry.
- ☐ C. People once used stones and feathers as money.
- ☐ D. Money has changed over time.

## Round and Round the Money Goes

### Informational Text

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 12 Explain how and why people started using money. Use details from the passage.

#### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how people started using money. Response includes relevant details from the passage.
3	Response provides an explanation of how people started using money. Response includes some relevant details from the passage.
2	Response provides a partial explanation of how people started using money. Response includes limited details from the passage.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

#### Training Notes:

A thorough response will explain that people recognized the difficulties with trading and therefore started using money. Details to support this idea will include, but not be limited to:

- trading was not easy (some things were worth more than others), and
- somebody had the idea to trade using shells.

Accept responses that explain why people started using metal money specifically instead of salt, beans, and other forms of currency.

- 12 Explain how and why people started using money. Use details from the passage.

People started using money because sometimes people had to trade for bad deals. In the text, it explains that if a farmer wanted a coat and a weaver wanted a cow, the farmer wouldn't get his fair share and the weaver would get more than he should. They began to use money that we wouldn't normally use today, like shells. The Native Americans used beads made into wampum belts. Africans used lumps of salt, and Mexicans used beans. Other people used huge stone rings and red feathers. And others used metal as money. They used metal shaped like axes, hoes and knives. Silver and gold were the most rare and valuable money. People used money for an easier way of life. And we still use money today.

Response provides a thorough explanation of how people started using money. Response includes relevant details from the passage.

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GRADE 4 READING

SCORE POINT 3

- 12 Explain how and why people started using money. Use details from the passage.

The people started using money because if one person wanted to trade a cow for a coat a cow would be a lot more so to be fair they started using money so it could be fair to everyone. Also it would make people use is wisely. The people used metal for money. The rich people had silver and gold. That's how I think the people started using money.

Response provides an explanation of how people started using money. Response includes some relevant details from the passage.



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SCORE POINT 2  
(EXAMPLE A)

- 12 Explain how and why people started using money. Use details from the passage.

People started using money. I know this because in the passage the cow was worth more than the coat. The man came up with using different amounts of shells to buy different things. That is why people started using money.

Response provides a partial explanation of how people started using money. Response includes limited details from the passage.

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GRADE 4 READING

SCORE POINT 2  
(EXAMPLE B)

- 12 Explain how and why people started using money. Use details from the passage.

People started using money because when they traded sometimes it wasn't fair. Then they started to use things like shells and metal. The shells were used as money back in time.

Response provides a partial explanation of how people started using money. Response includes limited details from the passage.

NECAP 2009 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 1

- 12 Explain how and why people started using money. Use details from the passage.

People started using money because some stuff was worth more than the other.

Response is vague or minimal.

SCORE POINT 0

- 12 Explain how and why people started using money. Use details from the passage.

Because we need to have thing to help your body, we will not have no money.

Response is totally incorrect or irrelevant.

## Grade 4 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand <sup>1</sup>	WV	WV	LJ	LJ	WV	WV	LA	WV	II	WV	IA	II
GLE Code	3-2	3-3	3-4	3-4	3-1	3-2	3-5	3-3	3-7	3-1	3-8	3-7
Depth of Knowledge Code	1	1	1	1	1	1	2	1	1	1	2	2
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	A	C	B	A	C		A	D	C	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LJ = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation, II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response